#### CARD OF COURSE

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| Subject name | Coaching Elements |

1. The placement of the subject in the study system

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| 1.1. Field of study | Management |
| 1.2. Form and path of study | Full-time/Part-time |
| 1.3. Level of education | First-cycle studies |
| 1.4. Study profile | Practical |

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| 1. 5. Specialty | HR Management |
| 1.6. Subject Coordinator | Dr Małgorzata Jedynak |

2. General characteristics of the subject

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| 2.1. Belonging to a subject group | Optional/Practical |
| 2.2. Number of ECTS | 2 |
| 2.3. Language of lectures | English |
| 2.4. Semesters in which the subject is taught | IV |
| 2.5.Criteria for selecting course participants | For the HR Management specialization |

1. Learning outcomes and course delivery
	1. Subject Objectives

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| No. | Subject Objectives |
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| C1 | Familiarization with the application of the coaching method, the process and methodology. Obtaining knowledge about the tools used in this method. |
| C2 | Development of coaching skills and competencies, independent conducting of a coaching session using the GROW conversation model |
| C3 | Inspiring systematic personal and professional development, deepening self-awareness in the area of one's own goals |

* 1. Subject-specific learning outcomes, divided into knowledge , skills and competences , with reference to the directional learning outcomes

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| --- | --- | --- | --- |
| No. | Description of subject learning outcomes | Reference to directional effectslearning (symbols) | Method of implementation (mark "X") |
| ST | NST |
| Classes at the University | Activities on the platform | Classes at the University | Activities on the platform |
| After passing the course, the student knows and understands **the knowledge** |
| W1 | Has knowledge of the purpose and application of coaching methods, coaching tools and techniques, coaching skills | Z1\_W10 | X |  | X |  |
| W2 | Knows the GROW coaching conversation model | X |  | X |  |
| W3 | Knows the techniques used within the coaching method | X |  | X |  |
| After passing the course, the student is **able** to: |
| U1 | Is able to independently conduct a coaching session according to the GROW model | Z1\_U08Z1\_U13Z1\_U14 | X |  | X |  |
| U2 | Use the techniques you have learned in coaching | X |  | X |  |
| U3 | Independently inspire others to achieve their individual goals and prepare an action plan | X |  | X |  |
| After completing the course, the student is ready to take part in **social competences.** |
| K1 | Conscious personal and professional development, formulating one's own personal goals | Z1\_K01 | X |  | X |  |
| K2 | Developing skills in effective and efficient communication | X |  | X |  |

3.3. Forms of teaching and their number of hours - Full-time studies (ST), Part-time studies (NST)

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| Path | Lecture | Exercises | Design | Workshop | Laboratory | Seminar | Lecturer | Classes conducted using distance learning methods and techniques in the form of ………………. | Other | **ECTS points** |
| **ST** |  |  |  | 15 |  |  |  |  |  | 2 |
| **NST** |  |  |  | 10 |  |  |  |  |  | 2 |

3.4. Content of education (separately for each form of classes: (W, ĆW, PROJ, WAR, LAB, LEK, OTHER). It should be marked (X) how the given content will be implemented (classes at the university or classes on the e-learning platform conducted using distance learning methods and techniques)

TYPE OF CLASS: WORKSHOP

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| No. | Content of the course | Reference to subject-specific learning outcomes | Method of implementation (mark "X") |
| ST | NST |
| **Classes at the University** | **Activities on the platform** | **Classes at the University** | **Activities on the platform** |
| 1. | Purpose, application of the coaching method. Building a coaching relationship. Coaching process. Methodology of conducting a coaching session | W1, W2, W3, U1, U2, K2 | X |  | X |  |
| 2. | The most important coaching skills and competencies according to the ICF, the role of selected techniques in the coaching process | W1, W3, U1, U2, K1, K2 | X |  | X |  |
| 3. | Coaching conversation GROW model - simulation scenes | W2, W3, U1, U2, U3, K2 | X |  | X |  |
| 4. | Types of coaching, purpose, analysis of topics in these areas | W1, U2, K2 | X |  | X |  |
| 5. | Supervision in coaching | W1, U1, U2, K1, K2 | X |  | X |  |
| 6. | Coach's Code of Ethics | W1, W2, U1, U2, K1, K2 | X |  | X |  |
| 7. | Summary of classes and discussion of grades |  | X |  | X |  |

3.5. Methods of verifying learning outcomes (indication and description of methods of conducting classes and verification of achievement of learning outcomes and method of documentation)

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| --- | --- | --- | --- |
| Subject Effects | Teaching methods | Methods of verifying learning outcomes | Documentation methods |
| KNOWLEDGE |
| W1-W3 | Workshop, simulation scenes, discussions | Conducting a coaching session – description below | Compiled protocol of the assessed session |
| SKILLS |
| U1-U2 | Workshop, simulation scenes, discussions | Conducting a coaching session – description below | Compiled protocol of the assessed session |
| SOCIAL COMPETENCES |
| K1-K2 | Workshop, simulation scenes, discussions | Conducting a coaching session – description below | Submitted protocol of the assessed session |

Evaluation criteria:

Very good grade - The student conducts a coaching session correctly, with great commitment - in the role of a coach based on the GROW model, he accompanies the client through all stages. The client's readiness to change, to take on challenges is noticeable. Communication with the client is conducted according to coaching standards without assessment, imposition or advice. He has the ability to ask open questions, including diagnostic, elevating, strong ones. He is very attentive and focused on the client. Ethical attitude towards the client in accordance with the ICF code of ethics.

Good grade – The student conducts a coaching session at a good level (does not make cardinal mistakes, is highly engaged) – in the role of a coach based on the GROW model. Inspires and accompanies the client in going through the individual stages of the process. The method of conducting is inconsistent at some points, but follows the client. Recognizes the client's needs. Shows slight difficulty in asking open-ended questions, the scope of questions is narrowed. There is an error in using advisory elements. Attentive in listening to the client. Ethical attitude towards the client in accordance with the ICF code of ethics

Satisfactory grade - The student conducts a coaching session ineptly, based on the GROW model. He is unable to lead the client through all stages of the process or goes too quickly, not noticing the client's needs. He has significant difficulty following the client. He does not feel very confident in communication, he is unable to ask the right questions, their scope is very narrow; there are a lot of closed questions, although he also uses open ones. Lack of attentive, active listening. He often advises, he sometimes is evaluative. The ethical attitude raises minor concerns.

No credit - Student is unable to conduct a coaching session, gets the individual stages in the GROW model mixed up. Unable to establish contact with the client, communication with the client is disrupted to a large extent, who reacts with reluctance, resistance. Student is lost, uncertain, reacts disproportionately to the situation - e.g. no eye contact with the client, is anxious, reacts with laughter, etc. Unable to construct coaching questions . Does not show commitment, raises major concerns about his ethical attitude towards the client.

3.6. Assessment criteria for the achieved learning outcomes

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| Learning effect | For a grade of 3 or "pass."the student knows and understands/is able to/is ready to | For a grade of 3.5, the student knows and understands/is able to/is ready to | For a grade of 4, the student knows and understands/is able to/is ready to | For a grade of 4.5, the student knows and understands/is able to/is ready to | For a grade of 5, the student knows and understands/is able to/is ready to |
| W | 51-60% of knowledge indicated in learning outcomes | 61-70% of knowledge indicated in learning outcomes | 71-80% of knowledge indicated in learning outcomes | 81-90% of knowledge indicated in learning outcomes | 91-100% of knowledge indicated in learning outcomes |
| U | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |
| K | 51-60% of skills indicated in learning outcomes | 61-70% of skills indicated in learning outcomes | 71-80% of skills indicated in learning outcomes | 81-90% of skills indicated in learning outcomes | 91-100% of skills indicated in learning outcomes |

3.7. Literature

**Basic**

* Coaching: teoria, praktyka, studia przypadków, red. nauk. M. Sidor-Rządkowska. - Wyd. 2 rozszerzone i zaktualizowane. Warszawa: Wolters Kluwer, 2021.
* Bennewicz M., Prelewicz A., Coaching : zestaw narzędzi, Helion, Gliwice, 2018
* Newell D. (red.), Coaching i mentoring : strategie, taktyki, techniki, Wydawnictwo Naukowe PWN, Warszawa, 2018
* Rogers J., Whittleworth K., Gilbert A., Menedżer jako coach : nowoczesny styl zarządzania, Gdańskie Wydawnictwo Psychologiczne, Sopot, 2016

**Supplementary**

* O. Rzycka, W. Poroslo, Menedżerem coachem
* Jenny Rogers, Coaching, podstawy, umiejętności, przekł.: K. Konarowska, D. Porażka, Gdańsk, Gdańskie Wydawnictwo Psychologiczne, 2010

4. Student workload - ECTS points balance

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| **Types of student activity** | **Student Load** |
| **ST** | **NST** |
| **Classes requiring direct contact between the student and the academic teacher at the university premises** | **15** | **10** |
| Classes included in the study plan | 15 | 10 |
| **Student's own work** | **35** | **40** |
| Ongoing preparation for classes, preparation of project work/presentations/etc. | 20 | 20 |
| Preparation for passing classes | 15 | 20 |
| **TOTAL STUDENT HOURLY LOAD** | **50** | **50** |
| **Number of ECTS points** | **2** | **2** |

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| Last change date | 30/09/2024 |
| The changes were introduced | ZAZ Education Quality Team |
| The changes were approved | Mgr Anna Bielak |